

AL. 1.1536

C-2

June 2000



# *Social Studies 33*

## *Grade 12 Diploma Examination*



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June 2000

# Social Studies 33

## Grade 12 Diploma Examination

### *Description*

This examination consists of

- 60 multiple-choice questions, worth 60% of the total mark
- 4 writing assignments, each worth 10 marks, for a total of 40% of the exam mark

**Time:** This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

### *Instructions*

#### **Multiple Choice**

- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:

The currency used in Canada is the

- A. peso
- B. mark
- C. pound
- D. dollar

Answer Sheet

(A) (B) (C) ●

- Mark only one answer for each question.
- If you change an answer, erase your first answer completely.
- Answer all questions.

### **Writing Assignments**

- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

**Recommendation:** The multiple-choice questions and source material that precede each writing assignment may assist you in composing your written work. Read each writing assignment **before** you complete the related questions.

**Evaluation:** Your writing assignments will be evaluated for

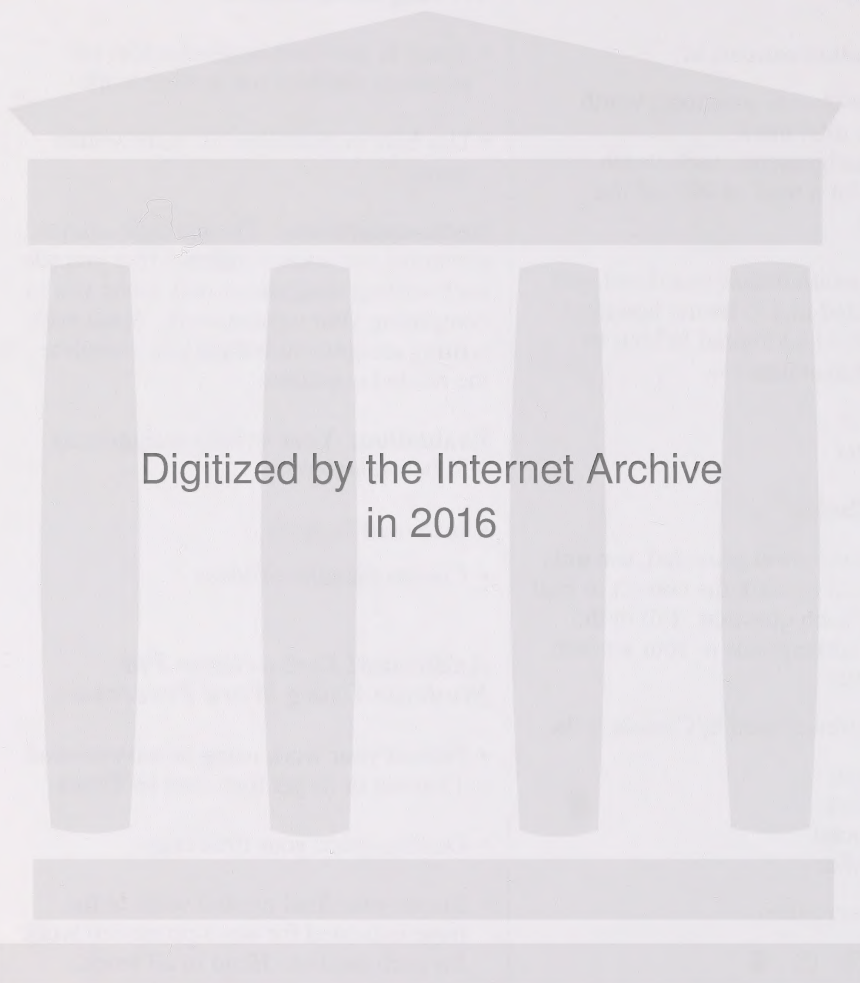
- Ideas and Support
- Communication of Ideas

### *Additional Instructions For Students Using Word Processors*

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

**Do not write your name anywhere in this booklet.**

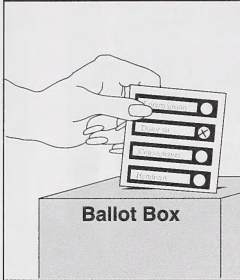
**Feel free to make corrections and revisions directly on your written work.**



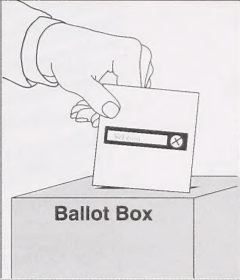
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## Section One: Political Systems



The roles of citizens in a democracy are very different from the roles of citizens in a dictatorship.



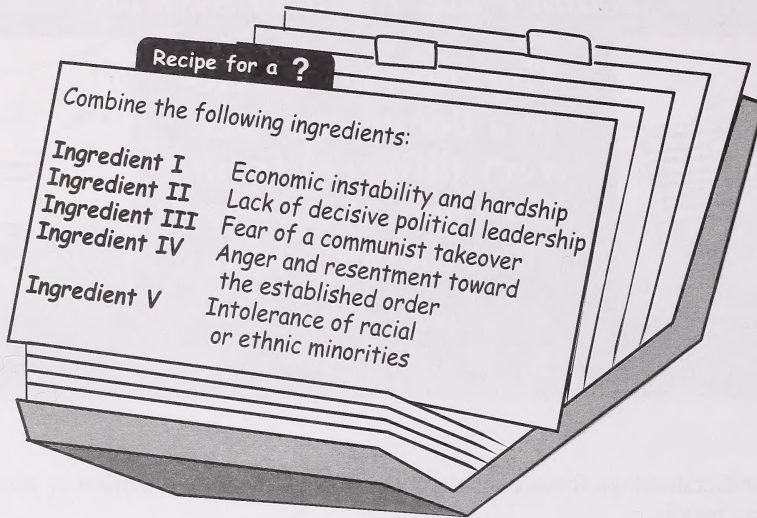
Questions 1 to 15 and Writing Assignment I focus on political systems and issues.

1. Most dictatorships focus considerable effort on the indoctrination of youth because young people
  - A. tend to have the largest amount of economic power within a nation
  - B. tend to be resistant to propaganda messages and campaigns
  - C. are willing to live with strict and harsh rules
  - D. represent the future citizenship of the nation
  
2. *In the 1996 American presidential election, less than 50% of eligible voters cast ballots.*

Which of the following statements is the **most likely** conclusion that can be drawn from the above information?

- A. Most Americans believe their political system is in need of major reform.
- B. Strict rules in the United States deny many people the right to vote.
- C. Presidential election campaigns receive very little media coverage.
- D. Many Americans are apathetic about national political affairs.

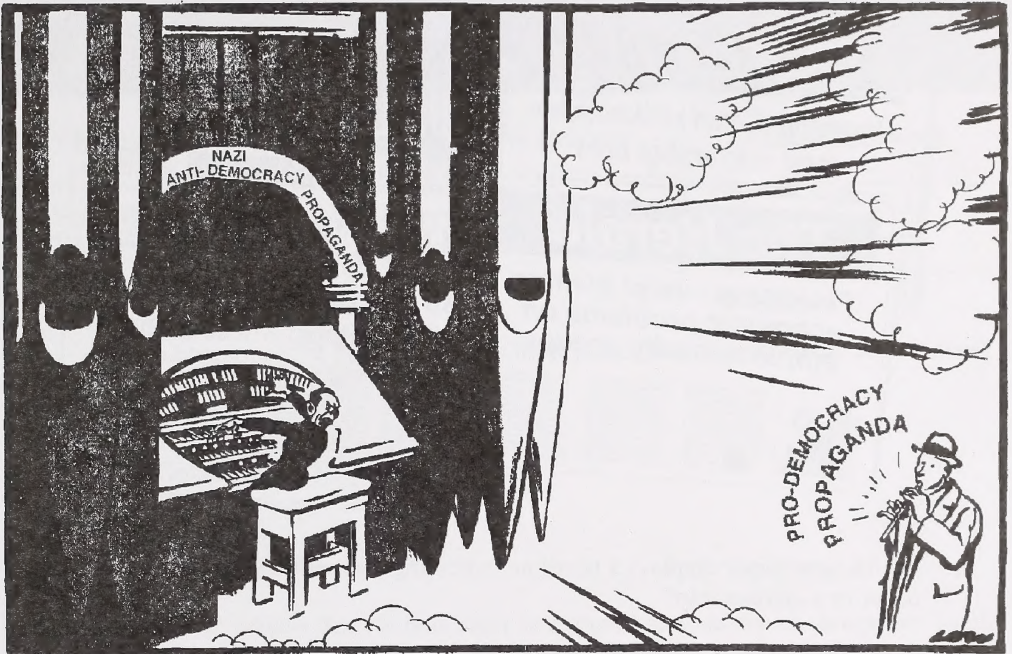
Use the following information to answer question 3.



3. Historically, the above ingredients provide the “recipe” for the creation of a
- A. fascist dictatorship
  - B. constitutional monarchy
  - C. classless Marxist society
  - D. representative democracy
- 
4. The communist government of the Soviet Union was similar to democratic governments in that it allowed for
- A. opposition parties
  - B. periodic elections
  - C. public protests
  - D. free speech
5. Which two political parties were dominant in Canadian federal politics during the 20<sup>th</sup> century?
- A. Liberal and New Democrat
  - B. Reform and New Democrat
  - C. Progressive Conservative and Liberal
  - D. Progressive Conservative and Reform



Use the following cartoon to answer question 6.

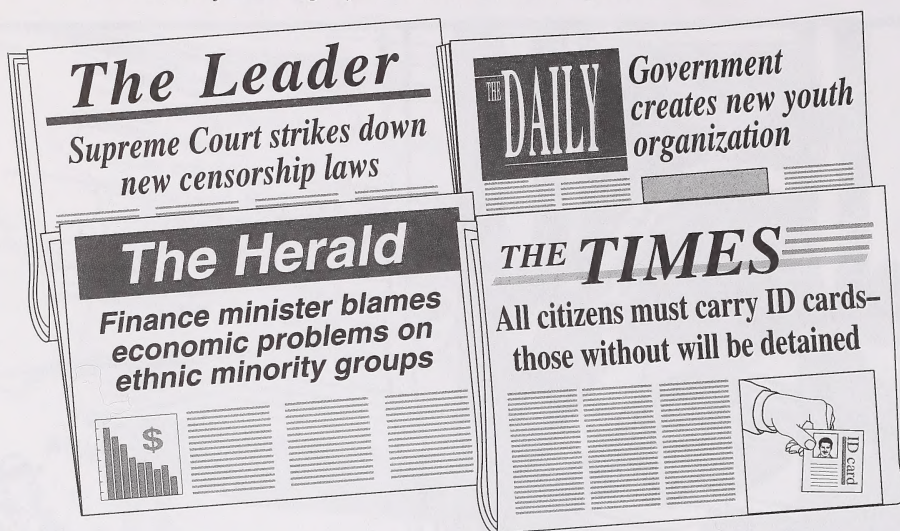


"SHUT UP! I CAN'T HEAR MYSELF!"

—from *Years of Wrath*

6. The cartoon suggests that dictatorships put great effort into
- A. imitating democratic political processes
  - B. criticizing democratic political systems
  - C. assembling a powerful internal security force
  - D. tolerating groups that threaten national security
- 
7. Glasnost, Mikhail Gorbachev's political reform movement, was designed to
- A. give greater freedom to Soviet citizens
  - B. eliminate all remaining opposition political parties
  - C. restore the strict dictatorship created by Josef Stalin
  - D. dissolve the Soviet Union by granting independence to various states

Use the following information to answer questions 8 and 9.



8. Which newspaper displays a headline indicating a situation that is **least likely** to occur in a dictatorship?
- A. *The Leader*
  - B. *The Daily*
  - C. *The Herald*
  - D. *The Times*
9. The headline in *The Herald* describes one way in which governments
- A. control public participation
  - B. direct discontent by scapegoating
  - C. use force to discourage opposition
  - D. use propaganda to indoctrinate citizens
10. The phrases “checks and balances,” “separation of powers,” and “executive veto” characterize the distribution of political power in the government of
- A. Canada
  - B. Nazi Germany
  - C. the Soviet Union
  - D. the United States



Use the following chart to answer question 11.

The Three Branches of the Canadian Federal Government		
Executive Branch	Legislative Branch	Judicial Branch
<ul style="list-style-type: none"><li>• Prime Minister</li><li>• Cabinet</li></ul>	<ul style="list-style-type: none"><li>• House of Commons</li><li>• Senate</li></ul>	<ul style="list-style-type: none"><li>• Supreme Court</li><li>• Governor General</li></ul>

11. Which component of government has been placed **incorrectly** in the above chart?

- A. Cabinet
- B. Prime Minister
- C. Governor General
- D. House of Commons

12. People who believe that citizens must be exposed to a variety of viewpoints would be alarmed if a survey revealed that most people

- A. get their news about political issues from a single media source
- B. believe that the public must constantly monitor the decisions made by politicians
- C. oppose the concentration of ownership of the news media by a few large corporations
- D. feel it is important for people voting in elections to be knowledgeable about current issues

Use the following information to answer questions 13 to 15  
and to focus your thoughts on Writing Assignment I on page 8.

### Source I



Canadians participating in a public demonstration against government policies.

—from *Canada: A Nation Unfolding*

### Source II



A Canadian soldier guarding a government building in 1970. During the October Crisis, the War Measures Act was invoked by the federal government. The Act gave the government extraordinary powers, which included the stationing of soldiers in public places and the suspension of citizens' civil liberties.

—from *Canada's Century*



- 13.** A large demonstration, such as the one illustrated in Source I, would be allowed to occur in a totalitarian dictatorship only if the participants were
- A.** elected members of the opposition parties
  - B.** rallying to show their support for a government action
  - C.** financially supported by the governments of other nations
  - D.** threatening to use force if attempts were made to stop them
- 14.** A supporter of democracy would defend the government actions pictured in Source II by arguing that these actions were necessary in order to
- A.** eliminate vocal political opponents
  - B.** preserve social stability and public safety
  - C.** prevent the public from considering new ideas
  - D.** ensure that political power remains in the hands of an elite
- 15.** Taken together, the photographs demonstrate that in a democratic nation,
- A.** the majority of citizens are deeply dissatisfied with the political system
  - B.** the commanders of the armed forces hold the power to control citizens' actions
  - C.** the civil rights of citizens are consistently given top priority by the government
  - D.** the need to preserve civil order may take precedence over the expression of civil rights

**What idea(s) do the photographs on page 6 communicate to you about the need to balance freedom and control in a democratic nation?**

Write a composition in which you

- **identify and explain** the idea(s) conveyed by the photographs
- **support** your explanation by referring to details in the photographs and/or to your understanding of social studies

*Reminders for Writing*

- **Remember** that the questions in Section One and the photographs on page 6 may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

*Planning*



*If you are using a word processor, staple your finished work here.  
You may make corrections directly on your printed page(s).*

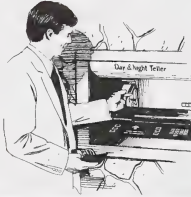
*Written Work*

Continued

*This is the end of Section One.*



## Section Two: Economic Systems



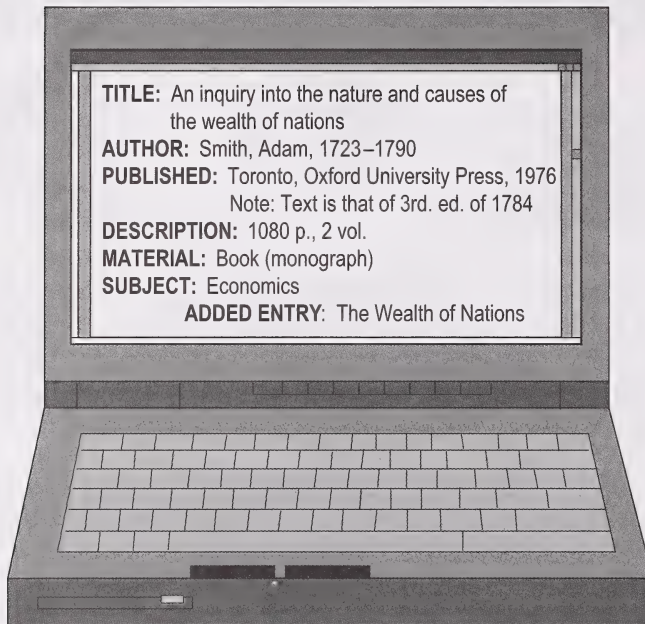
**People make  
economic decisions every  
day of their lives.**



**Questions 16 to 30 and Writing Assignment II  
focus on economic systems and issues.**

16. A problem common to all economic systems is how to
- A. guarantee individual freedom to own private property
  - B. provide for ownership of the means of production by the state
  - C. ensure that an economic elite remains in control of production
  - D. satisfy most demands placed upon national economic resources
17. In the Soviet Union, one purpose of central economic planning was to
- A. promote competition among privately owned businesses
  - B. attract foreign investment to expand industrial production
  - C. coordinate the activities of government-owned enterprises
  - D. preserve individualism by offering financial incentives to business owners

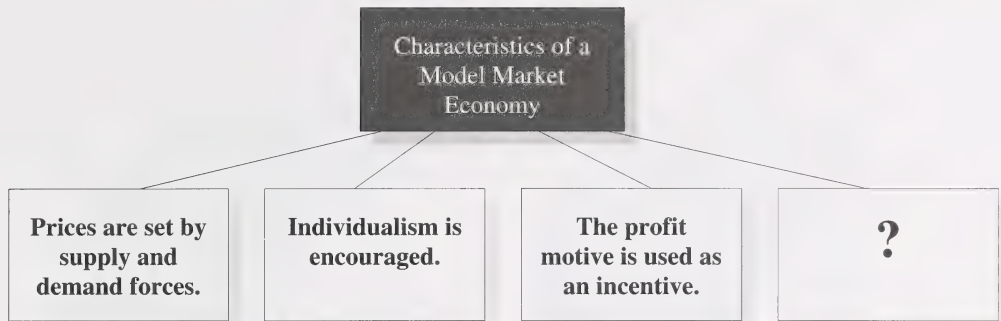
Use the following information to answer question 18.



18. Which of the following questions would a student **most likely** be researching if she were to use the book indicated on the screen above?
- A. What are the basic beliefs of supporters of free market economics?
  - B. What were the immediate causes of the Bolshevik revolution in Russia?
  - C. What beliefs provided the basis for the creation of democratic socialist states?
  - D. What economic philosophy provided the basis for the “New Deal” economic program?
- 
19. One of the first signs that an economy is entering a recession is an increase in
- A. wages for labour
  - B. consumer spending
  - C. imports and exports
  - D. unemployment rates



Use the following diagram to answer question 20.



20. Which of the following statements completes the diagram?

- A. Large businesses are nationalized.
- B. Rights to private property are guaranteed.
- C. State planners set production output goals.
- D. The taxation system creates economic equality.

21. A **disadvantage** of having a flat rate of taxation for all income levels is that

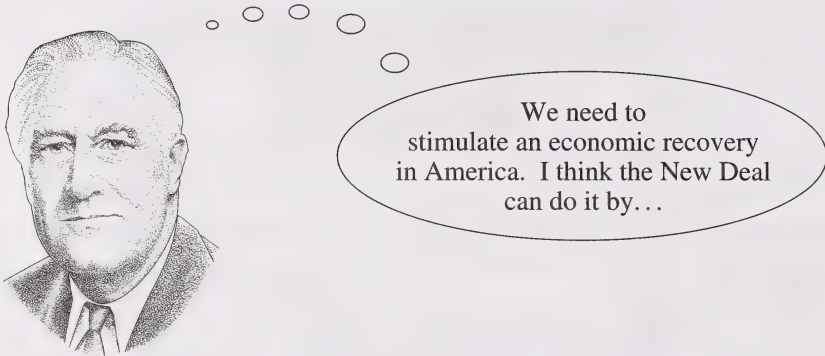
- A. the middle class is taxed most heavily
- B. it makes tax collection bureaucratic and inefficient
- C. the poor cannot afford such a tax as easily as the rich
- D. it rewards entrepreneurship and initiative with government subsidies

22. *Many Canadians oppose proposals for health-care reforms that would lead to a system based more on the American system of health care.*

The reason for this opposition is a belief that such changes would create a health-care system in which

- A. the national government would assume greater control over health-care delivery
- B. there would be acute shortages of medical specialists as a result of the low salaries offered
- C. access to health care would be based more on the ability to pay than on the need for services
- D. most privately owned pharmaceutical corporations would be taken over by the government

Use the following depiction to answer question 23.

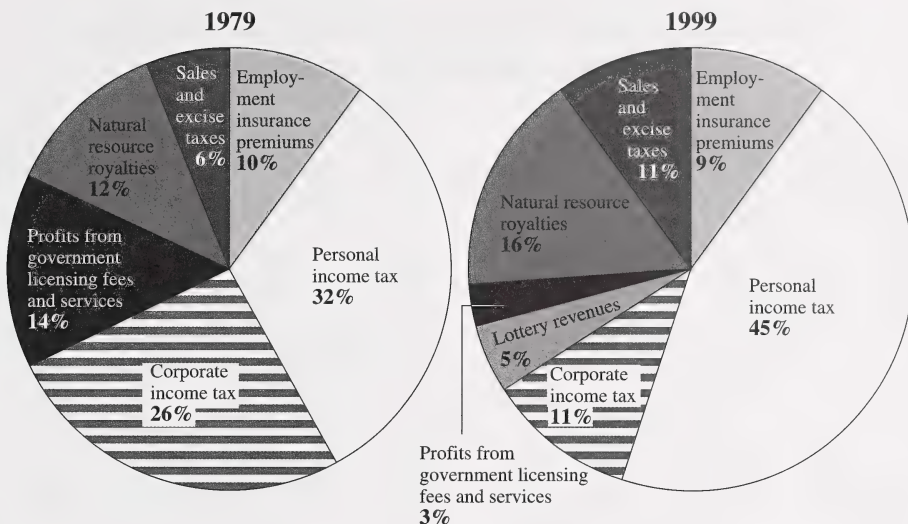


Franklin Roosevelt, United States President, 1933–1945

23. Which of the following phrases completes the depiction of Roosevelt's thought?
- A. . . . cutting government spending and the rate of taxation
  - B. . . . introducing government-funded programs to create employment
  - C. . . . nationalizing profitable corporations to raise government revenues
  - D. . . . reducing government regulation of businesses and the marketplace
- 
24. In order to have the "cradle-to-grave" security provided under democratic socialism, most Swedish citizens have accepted
- A. high taxes on incomes
  - B. a low standard of living
  - C. limited career opportunities
  - D. high levels of unemployment
25. Perestroika, Mikhail Gorbachev's economic reform program, was an attempt to revitalize the Soviet economy by
- A. collectivizing agricultural production to eliminate corruption in farming
  - B. using five-year production plans to increase industrial output
  - C. introducing free market principles to increase productivity
  - D. cutting foreign investment to maintain employment levels

Use the following graphs to answer questions 26 and 27.

### Changing Income Patterns for the Government of Nation X



26. The graphs indicate that over the past twenty years, the government of Nation X has
- eliminated spending on non-essential public services
  - placed a greater portion of the tax burden on individual citizens
  - introduced economic policies to discourage business expansion
  - reduced total spending while maintaining the same amount of income
27. Between 1979 and 1999, which of the following sources of government revenue has changed the least in Nation X?
- Corporate income tax
  - Sales and excise taxes
  - Natural resource royalties
  - Employment insurance premiums
- 
28. The main purpose of Five Year Plans in the Soviet Union was to
- coordinate and achieve long-term economic goals
  - eliminate inefficiency in assembly line production
  - promote national unity among diverse ethnic and racial groups
  - improve the productivity of Soviet workers through cash incentives



Use the following fictitious newspaper article to answer questions 29 and 30 and to focus your thoughts on Writing Assignment II on page 17.

## **Lobby group calls for an end to minimum wage laws in Canada**

The lobby group *Canadians for Greater Economic Freedom* has called for all provincial governments to eliminate minimum wage laws. A representative from the group stated, “Minimum wage laws interfere with the natural functioning of the marketplace. If there is a shortage of jobs, then why should an employer pay \$6.00 per hour when there are people willing to work for half that amount?” The representative went on to say, “During times of labour shortages, employers often have to pay very high wages, and usually there are no laws that set an upper limit. Why should there be limits at the lower end of the wage scale?”

The provincial minister of labour offered a lukewarm response to the idea, calling it “interesting.” She went on to add that “We have to consider all ideas, especially those intended to lessen government control over the lives of citizens and interference in the operation of the economy. At the same time, however, government must also remember its moral obligation to ensure that workers are not exploited by employers.”

The proposal to end the minimum wage was strongly supported by the chairperson of the *Provincial Association of Manufacturers and Retailers* who suggested that such a

change “has been needed for a long time. With no minimum wage, the unemployment rate would probably drop because businesses could employ more people if labour costs were lower. The current situation restricts businesses unnecessarily, and faced with fierce international competition in the current marketplace, they cannot afford to be overregulated by government.”

News of the proposal brought a swift reaction from the president of the *Provincial Antipoverty Network* who referred to the proposal as “ridiculous” and added, “We already have people working full-time who are living in poverty. This proposal would take us back to the dark ages of the Industrial Revolution when slums were commonplace because people were paid starvation wages. If businesses want to cut costs, they should limit the salaries and bonuses of the corporate executives. Their salaries have climbed steadily in the 1990s, whereas average workers are doing well if they hold the line against inflation.”

A representative of *Canadians for Greater Economic Freedom* said that the group will be contacting MPs and MLAs and may launch an advertising campaign to help “sell” the proposal across Canada.

29. Which of the following economic reforms would **most likely** be supported by the lobby group *Canadians for Greater Economic Freedom*?
- A. An increase in unemployment insurance benefit payments
  - B. An end to free trade with Canada's major trading partners
  - C. A government takeover of all banking institutions
  - D. A reduction in tax rates charged to businesses
30. Which of the following statements from the news article **best** reflects the beliefs of a laissez-faire capitalist?
- A. "‘Minimum wage laws interfere with the natural functioning of the marketplace.’"
  - B. "‘government must also remember its moral obligation to ensure that workers are not exploited by employers.’"
  - C. "‘This proposal [to eliminate minimum wage protection] would take us back to the dark ages of the Industrial Revolution.’"
  - D. "‘If businesses want to cut costs, they should limit the salaries and bonuses of the corporate executives.’"

### Writing Assignment II

Suggested time: 15–20 minutes

The newspaper article on page 16 presents opinions about possible changes to minimum wage laws.

### Should there be a minimum wage law?

Write a letter to the Minister of Labour in which you

- **explain** your opinion regarding minimum wage laws
- **give convincing reasons** to support your explanation

### Reminders for Writing

- **Remember** that the questions in Section Two and the newspaper article on page 16 may contain information that could help you write your composition.
- **Plan** your letter.
- **Organize** your ideas and support.
- **Letter** format is provided beginning on page 19.
- **Use blue or black ink** for your written copy.
- **Correct** any errors that you find in your writing.
- **Sign** your letter KELLY LEE.

## *Planning*



***If you are using a word processor, staple your finished work here.  
You may make corrections directly on your printed page(s).***

*Written Work*

June 26, 2000

The Minister of Labour  
The Legislature Building  
10800 - 97 Avenue  
Edmonton AB T5K 0G5

*Continued*

*This is the end of Section Two.*

### Section Three: The Interaction of Nations (1919 to 1945)



Aggression



Rise of Dictatorships



Calls for Vengeance



Militarism

**Many causes contributed  
to the Second World War.**

**Questions 31 to 40 and Writing Assignment III focus on the period  
between 1919 and 1945.**

31. The irony of the peace settlements signed at the end of the First World War was that they
- A. encouraged ethnic minorities to fight for independence
  - B. created the conditions for post-war economic recovery
  - C. maintained existing boundaries in central Europe
  - D. planted the seeds of future conflict

*Use the following declaration to answer question 32.*

The Republican party maintains the traditional American policy of noninterference in the political affairs of other nations. This government has definitely refused membership in the League of Nations and assume any obligations under the covenant of the League. On this we stand.

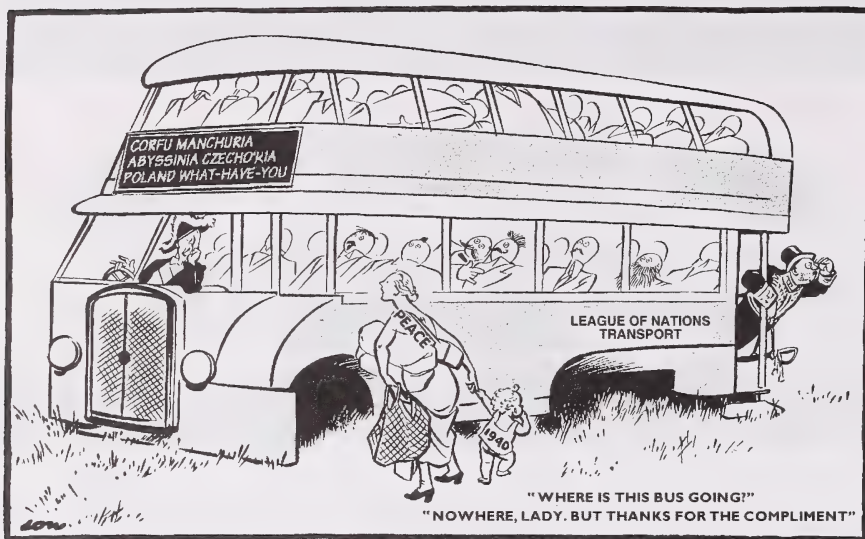
Republican National Platform, 1928

—from *Internationalism: Opposing Viewpoints*

32. The above declaration was made during a time when the United States pursued a foreign policy of
- A. isolationism
  - B. expansionism
  - C. interventionism
  - D. internationalism



Use the following cartoon to answer questions 33 and 34.



—from *Low on the War*

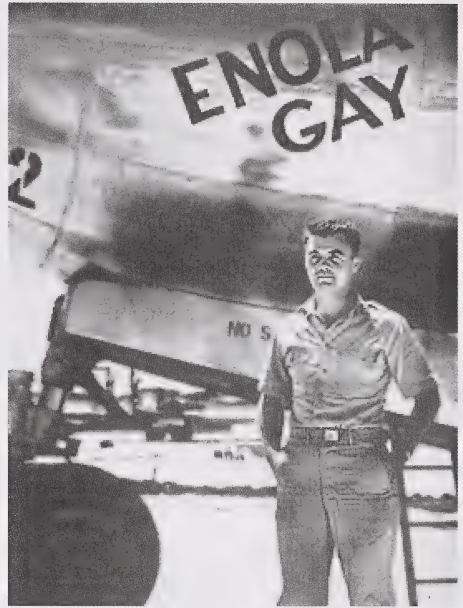
33. The locations listed on the front of the bus all identify
- A. nations that made up the membership of the League's Council
  - B. nations that were initially refused membership in the League
  - C. crisis spots where League actions prevented armed conflict
  - D. crisis spots where the League failed to exert its influence
34. The cartoonist's representation of the League as a broken-down bus suggests that
- A. national leaders placed great faith in the ability of the League to prevent global war
  - B. national leaders wished for peace but were controlled by powerful military commanders
  - C. the League lacked the mechanisms needed to be an effective agency of collective security
  - D. the League offered an effective barrier to the expansionist plans of aggressive nations

35. The terms of the Treaty of Versailles were violated when Germany
- A. created public works programs to reduce unemployment rates
  - B. passed laws severely restricting the civil rights of Jews
  - C. elected the Nazi party to form the national government
  - D. expanded and modernized its armed forces
36. Great Britain and France responded to Germany's remilitarization of the Rhineland (1936) and annexation of Austria (1938) by
- A. expressing mild diplomatic protest
  - B. announcing immediate military mobilization
  - C. launching air raids on German industrial targets
  - D. withdrawing from membership in the League of Nations
37. *At the Munich Conference of 1938, British Prime Minister Neville Chamberlain agreed to accept Germany's claims to the Sudetenland in Czechoslovakia.*
- In exchange for this support from Britain, Adolf Hitler promised that Germany would
- A. make no further territorial claims
  - B. join an alliance with Great Britain and France
  - C. never develop, assemble, or test atomic weapons
  - D. hold open multiparty competitive democratic elections
38. The significance of D-Day (June 6, 1944) is that on this day
- A. the United States declared war on Germany and its allies
  - B. Japan launched a surprise attack on American naval forces in the Pacific
  - C. Nazi German forces invaded westward into Belgium, Holland, and France
  - D. Allied troops landed in Western Europe and began a successful drive against Nazi forces

Use the following newspaper article to answer questions 39 and 40.

## ATOM BOMB WIPES OUT HIROSHIMA

**August 6, 1945** At around 8:15 this morning an atomic bomb, dubbed “Little Boy”, was released by a B-29 of the US Air Force, the Enola Gay, above the central Japanese city of Hiroshima. Two-thirds of the city has been destroyed and at least 140,000 people have been killed. Few people in the immediate vicinity of the epicentre are thought to have survived the blast. US President Harry Truman was made aware of the bomb’s destructive capabilities three weeks ago. His decision to use it was made in the face of a terrible conundrum: how to end World War II. The Japanese military are committed to a fight-to-the-death policy and it would take a further half million American lives to force them into surrender by conventional means.



—from *On This Day*

39. This article suggests that the United States publicly justified the use of the atomic bomb as a way to
- A. limit further Japanese expansion in South Asia
  - B. prevent American casualties in the defeat of Japan
  - C. draw Great Britain into the Allied military alliance
  - D. demonstrate the might of the American military to the Soviet Union
40. Shortly after the event described in the article, Japan responded by
- A. forming a military alliance with Korea and China
  - B. surrendering and bringing the Second World War to an end
  - C. launching a raid on the American naval base at Pearl Harbor
  - D. encouraging a revolution that brought a communist dictator to power



**Why were nations unsuccessful in preventing the  
Second World War?**

Write a composition in which you

- **identify and explain** why nations failed to prevent the Second World War
- **provide examples** to support your explanation

***Reminders for Writing***

- **Remember** that the questions in Section Three may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.

*Planning*

*If you are using a word processor, staple your finished work here.  
You may make corrections directly on your printed page(s).*

### Written Work

[illegible]

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

*This is the end of Section Three.*



## *Section Four: The Cold War*

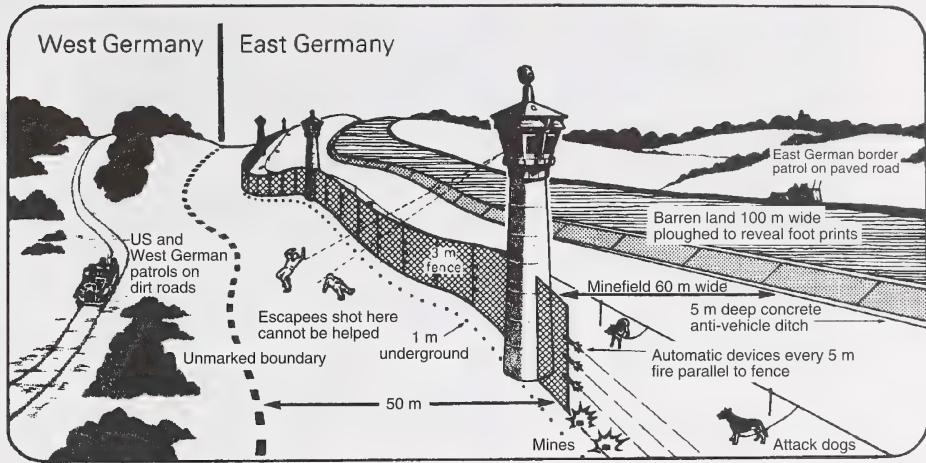
**Cold War confrontations occurred in many locations around the world.**



**Questions 41 to 50 focus on the Cold War period.**

41. The United States' primary motives for introducing the Marshall Plan (1947) were
- A. to install nuclear missiles in Europe and to stop a rebirth of Nazism
  - B. to discredit the United Nations and to strengthen the power of NATO
  - C. to rebuild war-devastated Europe and to prevent the spread of communism
  - D. to improve relations with the Soviet Union and to diplomatically isolate Germany
42. The Korean War (1950–53) proved to be a major test of the
- A. diplomatic skills of representatives of the European Economic Community
  - B. ability of United Nations-supported armed forces to halt aggression
  - C. destructive power of surface- and air-launched atomic weapons
  - D. coordinated armed forces of the Warsaw Pact alliance

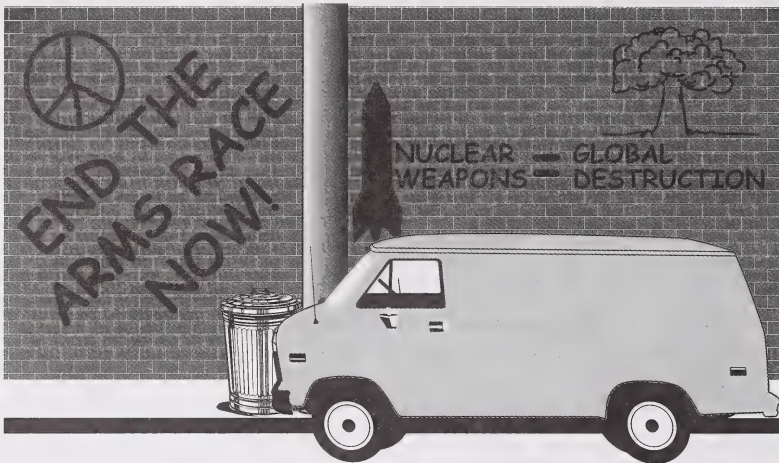
Use the following illustration to answer question 43.



—from *Conflict or Co-operation?*

43. This illustration portrays a consequence of dividing a nation on the basis of
- A. ideological beliefs
  - B. ethnic differences
  - C. historic boundaries
  - D. geographic features
- 
44. The Soviet Union and the United States resolved the Cuban Missile Crisis of 1962 primarily through
- A. limited warfare and economic sanctions
  - B. political neutrality and third-nation arbitration
  - C. brinkmanship and diplomatic communications
  - D. United Nations and NATO peacekeeping forces
45. The American response to communist expansion in Vietnam showed a commitment to a foreign policy of
- A. neutrality
  - B. containment
  - C. isolationism
  - D. appeasement

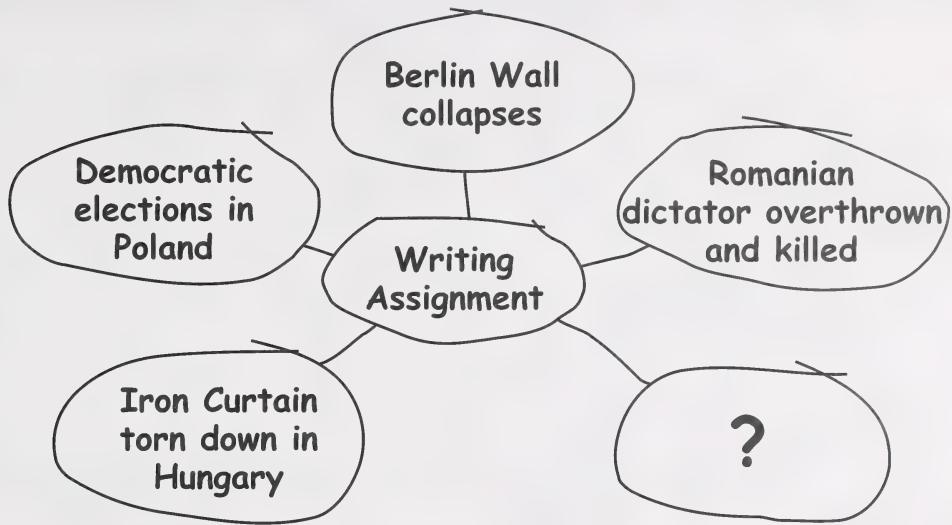
Use the following illustration to answer questions 46 and 47.



46. The graffiti artist believes it is unacceptable for nations to preserve global peace by relying on
- A. peaceful coexistence
  - B. collective security
  - C. armed deterrence
  - D. alliance systems
47. Representatives of the nuclear weapons industry would disagree with the graffiti messages by arguing that
- A. arms production and selling is strongly supported by the public
  - B. the effectiveness and reliability of nuclear weapons has been exaggerated
  - C. without the threat of nuclear war, conventional wars would more likely occur
  - D. worldwide nuclear war would result in fewer casualties and less damage than a conventional war
- 
48. During the Cold War, which of the following decisions would an American isolationist have supported?
- A. Launching of the Marshall Plan in Europe, 1947
  - B. Formation of NATO, 1949
  - C. Participation in the Korean War, 1950
  - D. Withdrawal of forces from Vietnam, 1975

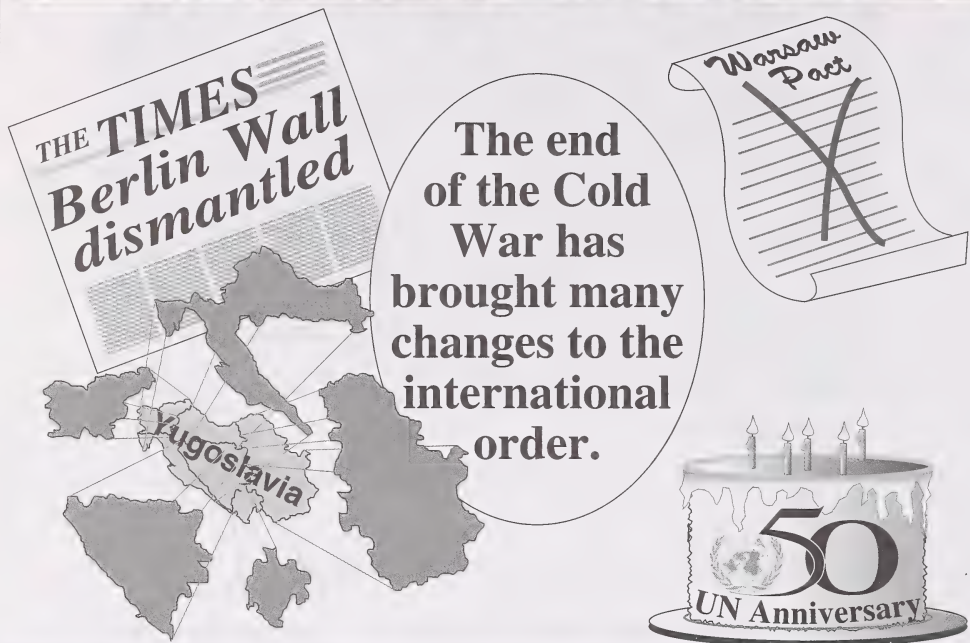


A Social Studies 33 student created the following web to prepare for a writing assignment. Use this information to answer questions 49 and 50.



49. Which of the following statements would complete the web?
- A. European Union holds meetings in Brussels
  - B. Student protest in China brutally ended by military
  - C. Estonia, Latvia, and Lithuania declare independence
  - D. Multinational United Nations' force attacks Iraqi invaders
50. Which of the following writing assignments is the student **most likely** preparing to address?
- A. Describe the events that caused the creation of a United Nations' European peacekeeping force.
  - B. How did the NATO Alliance respond to Gorbachev's foreign policy reforms?
  - C. Why did the Soviet Union crush civil uprising in Eastern Europe?
  - D. Describe the key events that signalled the end of the Cold War.

## Section Five: The Contemporary World



**Questions 51 to 60 and Writing Assignment IV focus on issues of peace and security in the contemporary era.**

51. Nationalists in some European nations frequently express the fear that the movement toward greater cooperation in Western Europe threatens their
- A. international trade positions
  - B. citizens' rights and freedoms
  - C. economic and cultural sovereignty
  - D. government funding for social programs
52. During the late 1990s, the United States repeatedly threatened to use, or did use, military action against Iraq in the belief that Iraq was
- A. selling oil at prices above established levels
  - B. denying its citizens their democratic rights
  - C. developing weapons of mass destruction
  - D. holding American prisoners of war

Use the following illustration to answer question 53.



53. These Canadian protesters are **most likely** opposing the expansion of economic relations with
- A. France
  - B. China
  - C. Germany
  - D. the United States
- 
54. An opponent of expanding economic globalization would **most likely** argue that a negative effect of globalization is that it causes
- A. national governments to have less and less control over their economic policies
  - B. changes in production methods that will give increased economic power to labourers
  - C. the economic and political influence of large corporations to be reduced in most nations
  - D. economic power shifts from the wealthy developed nations to the poorer developing nations
55. The primary goal of NAFTA is to achieve economic
- A. security through nationalization
  - B. equality through sharing technologies
  - C. cooperation through closer trade links
  - D. prosperity through global competition

Use the following information to answer questions 56 and 57.

### Source I



There were more than 2,000 Canadian peacekeepers in former Yugoslavia during the winter of 1994. Men and women from Quebec and the Prairies, the West Coast and the Maritimes. Their lives were often in danger; their efforts monumental. . . .

These Canadian peacekeepers inherited a piece of earth that is soaked with centuries of conflict. Their blue beret mission gave way to blue helmet strife before the ink had dried on the invitation by the United Nations to bring them there.

Meanwhile at home, Canadians debated the cost of the mission—\$170 million per year; its risks—the peacekeepers were shot at, threatened, and sabotaged; and the country's commitment to the mission—Canada is, after all, the best-known peacekeeper in the world. . . . And it is widely accepted that its peacekeepers are among the best in the world at their jobs.

—from *Homemaker's Magazine*, May 1994

### Source II



—from *Portfoolio* 9, 1993



- 56.** Details in the Source II cartoon suggest that in Bosnia,
- A.** the United Nations was supplying weapons to both sides of the conflict
  - B.** United Nations' peacekeepers were guilty of taking sides in the conflict
  - C.** United Nations' troops took actions that restarted a bitter civil war
  - D.** the civil war restricted the United Nations' humanitarian efforts
- 57.** Taken together, the sources suggest that the
- A.** United Nations' peacekeepers carry out their duties at great risk
  - B.** United Nations' forces should be under the command of the United States
  - C.** peacekeepers in Bosnia appreciate support shown to them by United Nations' officials
  - D.** Canadian government has decided not to provide any more United Nations' peacekeepers
- 
- 58.** In the 1990s, Canadian foreign policy and diplomacy largely focused on
- A.** lessening the suffering of people caught in warfare
  - B.** increasing the size and power of the Canadian Armed Forces
  - C.** reducing trade relations with nations in North and South America
  - D.** expanding Canadian territorial claims in the Western Hemisphere

*Use the following opinion survey to answer questions 59 and 60 and to focus your thoughts on Writing Assignment IV on page 37.*

## **There is an ongoing debate among Canadian citizens concerning Canada's appropriate role in the world.**

***What do you think?***

	YES	NO	UNDECIDED
I. Should Canada withdraw from the military alliances of NATO and NORAD?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Should Canadian soldiers continue to serve in international peacekeeping operations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Should the Canadian government use economic and political pressure to punish nations that break international laws and/or violate human rights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Should Canada take a leadership role in organizing international efforts to end the production of weapons of war?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. Should the Canadian government focus more on national concerns and less on international issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. Should Canada pursue more free trade agreements with nations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII. Should the Canadian government reduce its spending on foreign assistance to developing nations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

59. An isolationist would answer “yes” to which three questions from the opinion survey?
- A. Questions I, III, and IV
  - B. Questions I, V, and VII
  - C. Questions II, IV, and V
  - D. Questions II, IV, and VI
60. Which of the following sources of information is **most closely** related to survey Question VI?
- A. A report evaluating the successes and failures of the European Union and NAFTA
  - B. Statistics from the United Nations on global population growth rates and life expectancy trends
  - C. A report on the benefits of, and problems associated with, international sporting events such as the Olympics
  - D. Statistics from the Canadian government detailing the amount of money spent on national defence for each of the last ten years

#### Writing Assignment IV

Suggested time: 15–20 minutes

The opinion survey on page 36 raises some important questions about Canada’s international activities. Citizens have a variety of opinions.

#### What role should Canada take in world affairs?

Write a composition in which you

- **identify and explain** your opinion on this issue
- **support** your explanation

#### *Reminders for Writing*

- **Remember** that the questions in Section Five and the opinion survey on page 36 may contain information that could help you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your written work.
- **Correct** any errors that you find in your writing.





*If you are using a word processor, staple your finished work here.  
You may make corrections directly on your printed page(s).*

### Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Continued

*This is the end of the examination. You may wish to review your multiple-choice answers and revise your written work.*

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